



MARYLAND STATE
Department of Education

Maryland Together: Maryland's Recovery Plan for Education State Board of Education

Update on Reopening Plans, Special Education, and
Monitoring and Evaluation
September 22, 2020



Timeline

Requirement	August 2020	September	October	November	December	January 2021	February	Summer
Initiate reviews of Local School System (LSS) Plans	X							
Share results of reviews with State Board		X						
Train LSSs on studying the implementation and outcomes of Local Recovery Plans		X	X					
Report on the status of the opening of school		X	X					
Provide 1 st Marking Period data to MSDE (LSS)				X				
LSSs that have indicated that they are not returning students in-person until second semester should reevaluate their reopening plans by the end of the first quarter and submit to MSDE				X (3 rd week)				
MSDE will collaborate with local school Superintendents and provide technical assistance as they work to implement the minimum hours of synchronous instruction by the end of the calendar year		X	X	X	X			
Present 1 st marking period results to the State Board					X	X		
Present 2020-2021 fall enrollment and staffing data to the State Board						X		
Present 2019-2020 graduation and attendance data to the State Board							X	
Present final implementation and evaluation reports to the State Board								X

Delivery of Instruction

- 7 LSSs require teachers to teach from their classroom
 - Caroline - may telework with approval
 - Worcester – with extenuating circumstances a staff member may telework until September 28 when all staff return to work in the building
- 18 LSSs allow for teachers to make a choice to teach from their classroom or from a remote location
 - Wicomico – teachers complete a commitment form on their selection
 - Talbot – teachers are required to teach from their classrooms but a few have applied and been granted permission to telework due to health or other extenuating circumstances

Delivery of Instruction - continued

- 8 LSSs have established a certain date to revise the location of the teachers (remote and/or classroom)
 - Baltimore County – Late October – Efforts to requiring teachers to return to school buildings to teach respective student groups
 - Carroll – October 5, teachers will teach from classrooms if BOE votes to begin the hybrid model
 - Cecil – Effective September 28, teachers will be required to teach from their classrooms
 - Charles – Tentative November 2 per Board approval, teachers will teach from classrooms
 - Frederick, Harford – to be determined
 - Montgomery – effective September 14, teachers will teach in classrooms with an overall monitoring of building access at 25 percent to be consistent with current health and safety guidance
 - Washington – effective September 16, all teachers must teach from their classrooms

Delivery of Instruction - continued

- 10 LSSs allow teachers teaching from their classroom to bring their children to school
 - Baltimore City – need approval of the staff member’s supervisor under parameters established in their Recovery Plan
 - Calvert, Caroline, Kent – school-aged children only
 - Charles, Harford – children are in a support center in the school building
 - St. Mary’s – until students return to in-person learning
- 23 LSSs allow parents to elect to maintain virtual instruction for their students during a hybrid model or full in-person instruction model
 - Howard – pending Board adoption of hybrid or full in-person model

Opening Models (updated 9-17-2020)

- **Allegany** – phasing in small groups of students for in-person learning starting Sept. 21; phase-in at elementary by grade level will start on Oct. 5, where feasible.
- **Anne Arundel** – virtual through first semester; will look to bring students back if conditions permit
- **Baltimore City** – will start virtually with a goal of moving to hybrid option later in the fall semester, if feasible. The decision will be made by Oct. 16 at the latest; end of Sept. small groups in selected schools
- **Baltimore** – will begin limited in-person instruction in November
- **Calvert** – virtual through first semester; intends to bring in **targeted groups for in-person instruction starting as early as Sept. 21**
- **Caroline** – will start virtual and will transition; **small groups starting Sept. 8**
- **Carroll** – will be fully virtual with the goal of moving to hybrid later in the fall semester (if feasible); will provide small group in-person instruction for a short period prior to start of the school year to special education students and CTE. **Decision will be made by Oct. 14** Local Board meeting
- **Cecil** – will be fully virtual for first week, before **moving to provide face-to-face instruction for small groups of students (starting Sept. 8)** in each school based on the needs of students. Will evaluate the success of the model after 30 days to determine if the model can be expanded
- **Charles** – will initially be fully virtual with no firm plan or timeline to bring in small groups of students during the first phase of reopening

Opening Models (updated 9-17-2020)

- **Dorchester** – are presently bringing in SWD individually for assessment; Sept. 15 CTE seniors – Pathway program participants; Sept. 21 – SWD by priority needs; planning for EL and students with connectivity issues (Oct. 1 or beyond)
- **Frederick** – virtual through first semester; begin with **small groups on Sept. 14**
- **Garrett** – **will be fully virtual for at least the first nine week of the semester** with the goal of transitioning to a hybrid model (will reassess situation during course of first semester); **selected students in each school starting Sept. 14**
- **Harford** – second semester, though LSS **will open a limited number of learning support centers in the fall** where students, under the supervision of school district employees, will have access to the internet to engage in virtual learning, along with other services
- **Howard** – second semester, though LSS plans to **phase in small group face-to-face instructional and well-being support starting in late Sept., early Oct.**
- **Kent** – **will move to hybrid model starting Nov. 11 for grades preK-8; starting Jan. 29 for grades 9-12**
- **Montgomery** – second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester by the **end of first marking period**
- **Prince George's** – second semester; no commitment in plan to bring in small groups of students for in-person instruction earlier during the first fully virtual phase of reopening; LSS will make determination regarding transition to in-person instruction for second semester in **Dec.**

Opening Models (updated 9-17-2020)

- **Queen Anne's** – second semester, though plan lays out a phased-in return for special education/IEP students to be completed by the winter 2021; superintendent's back-to-school letter states LSS's intention to bring back students for small group, face-to-face instruction based on prioritized needs within a few weeks of **the start of the school year starting Sept. 14**
- **Somerset** – will begin staggered phase-in to a face-to-face instructional model **4 weeks after start of the fall semester (beginning Oct. 5)** that prioritizes the most vulnerable students, with the **goal of bringing all students back for in-person instruction by Nov. 2**
- **St. Mary's** – will begin staggered phase-in transition to hybrid model **starting in the 2nd quarter of the fall semester**
- **Talbot** – the reopening announcement indicated that the LSS would be **fully virtual for the first week of the fall semester (starting Sept. 8), before bringing in small groups starting week of Sept. 15**
- **Washington** – will reopen (beginning Sept. 16) for all special education, 504, EL, and Pre-K students and students in transition
- **Wicomico** – second semester, though LSS intends to bring back **small groups of students for in-person instruction, if conditions permit, beginning on or before Oct. 1**
- **Worcester** – superintendent's message, will **begin face-to-face instruction for small groups of students requiring Tier 2 and 3 support starting Sept. 28 (the final plan says early/mid-Sept)**

Support to Students with Disabilities (SWD)

- During both the extended school closure and Extended School Year (ESY), almost all jurisdictions (~20 jurisdictions) reported high engagement rates with families regardless of grade level (elementary, middle, or high).
- 20 out of 25 jurisdictions indicated that unique student needs were a prohibiting factor in student engagement for SWD. 18 of 25 also reported that student motivation was a major limiting factor. About half of jurisdictions reported access to technology as a main factor in reduced engagement.
- 20 out of 25 jurisdictions reported that synchronous/face-to-face virtual interactions were the primary delivery method of Specially Designed Instruction (SDI) delivery during extended school closure. The remaining 5 out of 25 indicated that asynchronous learning was the primary method of SDI delivery. During ESY, 24 of 25 jurisdictions reported that synchronous/face-to-face virtual interactions were the primary delivery method of SDI delivery.
- Almost all jurisdictions reported providing related services (OT, PT, Speech) virtually/through teletherapy during the extended school closure.

Support to Students with Disabilities (SWD)

- 23 out of 25 jurisdictions reported providing at least half of related services as indicated in the IEP during the extended school closure. During ESY, 22 out of 25 jurisdictions reported all or almost all (75%-100%) IEP services were delivered consistent with the IEP.
- Jurisdictions reported that it was most difficult to deliver virtual services to students with autism and students who were deaf/blind.
- 22 of 25 jurisdictions reported at least weekly contact with families during the extended school closure. 24 of 25 jurisdictions reported at least biweekly communications with families during the extended school closure. Only one jurisdiction reported no systemic policy regarding the frequency of communication with families.
- Less than a quarter of jurisdictions have had additional monies allocated for recovery/compensatory services.
- Over half of jurisdictions were able to complete all or almost all (75%-100%) of IEPs in a timely fashion during the extended school closure. 75% of jurisdictions were able to complete at least half of their IEPs in a timely fashion.

How Virtual Learning Affects Students with Disabilities and Families – *Lessons Learned*

Positive Impact

- Expanded Network of Supports
 - Increased communication and collaboration between school and family (e.g., virtual IEP Team meetings)
 - Increased shared responsibility across all service providers (e.g., general and special education)
 - Broader access to resources and tools
- Increased Learner and Family Capacity
 - Student/family choice of learning opportunities (face-to-face, virtual, hybrid)
 - Voice (e.g., self-advocacy)
- Reduced Inequity
 - Access to general education curriculum and school tools and resources (e.g., through co-taught classes)
 - Tutoring opportunities



How Virtual Learning Affects Students with Disabilities and Families – *Lessons Learned*

Challenges

- Reduced Structure/Framework for the Teaching and Learning Process
 - Management structures (rules, expectations, supports, etc.)
 - Distractions and time management skills
 - Self-regulation skills
- Limited/No Social Interaction
 - Interaction and collaboration with peers
 - Lack of motivation/positive peer pressure
 - Lack of encouragement (student to peer, student to teacher)
- Regression of Learning
 - Limited explicit instruction
 - Fidelity of SDI implementation
 - Limited ways to track acceleration of learning (progress monitoring)
 - Accessibility of tools and resources
 - Limited variation of tasks and assignment
- Increased Reliance on Parents/Families
 - Special populations
 - Supervision required to support and promote learning



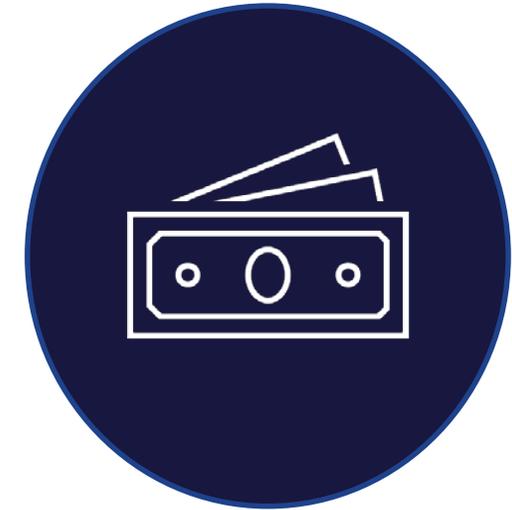
Top 3 Challenges Within Maryland's Virtual Special Education Community



Administering evaluations and meeting required IDEA timelines



Meeting the unique needs of students who require extensive, intensive, individualized instruction and support



Budgeting for compensatory education/recovery services* and new/different/additional student needs

*As determined by the IEP Team

MSDE Technical Assistance

- Provide training on synchronous and asynchronous learning
 - Provided training to Local Assistant Superintendents on September 9, 2020. Assistant Superintendents will then be able to train school system staff. As part of the training, MSDE provided:
 - Explanation on averaging 3.5 hours of synchronous learning across the grades K-12
 - Examples of synchronous instruction
 - Sample schedules
- Provide training on first term performance metrics to:
 - Local Assistant Superintendents (September 16)
 - Local Accountability Coordinators (September 15)
- Results of the first term performance metrics will be compiled in December and presented to the State Board in December/January

Student Engagement

Synchronous learning – remote learning that happens in real-time with the interaction between the teacher and students that occurs in a face-to-face environment or in a virtual classroom setting, i.e., access from home via web conferencing.

Asynchronous learning – learning that occurs online without real-time interaction or instruction by an educator. Examples may include but are not limited to pre-recorded video lessons, resource videos, assigned readings, and posted assignments.

Calculation of Average Synchronous Learning Time

- Synchronous learning activities might include:
 - Direct teacher instruction
 - Small group instruction
 - Teacher-led large or small group discussions
 - Collaborative groups
 - Checking for understanding
 - Office hours that include meeting with students
 - Guided instruction
- Over the course of a week, school systems must provide an average of at least 3.5 hours of synchronous instruction each day across all grade levels (K-12)
- Synchronous instruction can be spread out over the day and amounts can vary from day to day, but systems must provide some synchronous instruction each day in each grade, and there must be at least six hours of *total* instruction (synchronous and asynchronous) each day

Calculation of Average Synchronous Learning Time - Sample

GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY AVERAGE
K	2	2.5	2.5	2.5	2	2.3
1	2.5	3.5	3.75	3.5	2.5	3.15
2	2.5	3.5	3.75	3.5	2.5	3.15
3	2.5	3.5	3.75	3.5	2.5	3.15
4	4	3	4.25	3	3.5	3.55
5	4	3	4.25	3	3.5	3.55
6	4	3	5	3	4	3.8
7	4	3	5	3	4	3.8
8	4	4	5	4	4	4.2
9	5	5	5	5	5	5
10	5	5	5	5	5	5
11	5	5	5	5	5	5
12	4	4	4	4	4	4
DAILY AVERAGE ACROSS GRADES K-12: 3.82 HOURS						

The average daily synchronous instruction across *all grade levels* (K-12) must be at least 3.5 hours (average of all green boxes). The weekly average synchronous instruction for any *single grade level* does not have to be at least 3.5 hours (blue boxes).



Student Engagement Projections (updated 9-18-2020)

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	
Allegany County 8-31-2020							
PreK	1.50	5	7.5	0.00	0	0.00	7.5
Grades K-2	3.25	5	17.5	2.50	5	12.5	30.0
Grade 3-5	3.25	5	17.5	2.50	5	12.5	30.0
Grades 6-8	4.00	5	20.0	3.25	5	17.5	37.5
Grades 9-12	4.00	5	20.0	3.25	5	17.5	37.5
Anne Arundel County							
PreK-2	4.00	4	16.00	1.50	4	6.00	28.00
PreK-2	2.00	1	2.00	4.00	1	4.00	
Grades 3-5	4.25	4	17.00	1.50	4	6.00	28.25
Grades 3-5	1.50	1	1.50	3.75	1	3.75	
Grades 6-8	4.00	4	16.00	1.50	4	6.00	28.25
Grades 6-8	2.00	1	2.00	4.25	1	4.25	
Grades 9-12	4.50	4	18.00	1.50	4	6.00	29.75
Grades 9-12	2.00	1	2.00	3.75	1	3.75	
Baltimore City							
PreK	1.30	5	6.50	2.00	5	10.00	16.50
K	2.60	5	13.00	2.50	5	12.50	25.50
Grades 1,2	3.80	5	19.00	1.60	5	8.00	27.00
Grade 3-5	3.80	5	19.00	1.60	5	8.00	27.00
Grades 6-8	5.25	5	26.25	1.00	5	5.00	31.25
Grades 9-12	5.40	5	27.00	0.83	5	4.15	31.15

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per	Days per week	Total hours day per week	Hours Per	Days per week	Total hours day per week	
Baltimore County							
Pre K (Half day)	0.75	5	3.75	1.00	5	5.00	8.75
Pre K (Full day)	1.33	5	6.65	1.33	5	6.65	13.30
K	2.00	5	10.00	3.00	5	15.00	25.00
Grades 1,2	3.50	4	14.00	3.00	4	12.00	32.50
Grades 1,2	3.00	1	3.00	3.50	1	3.50	
Grade 3-5	3.50	4	14.00	3.00	4	12.00	32.50
Grade 3-5	3.00	1	3.00	3.50	1	3.50	
Grades 6-8	3.50	4	14.00	3.00	4	12.00	32.50
Grades 6-8	3.00	1	3.00	3.50	1	3.50	
Grades 9-12	3.50	4	14.00	3.00	4	12.00	32.50
Grades 9-12	3.00	1	3.00	3.50	1	3.50	
Calvert County							
PreK (Half day)	2.2	4	8.8	3.0	1	3.0	11.8
PreK (Half day)							
PreK (Full day)	4.75	4	19.00	6.5	1	6.5	25.5
PreK(Full day)							
Grades K-2	4.75	4	19.00	6.5	1	6.5	25.5
Grades K-2							
Grade 3-5	6.0	4	24.00	6.5	1	6.5	30.5
Grade 3-5							
Grade 6-8	5.5	4	22.00	6.25	1	6.25	28.25
Grade 6-8					1		
Grades 9-12	5.25	4	21.00	5.5	1	5.5	26.50
Grades 9-12							
Caroline County							
Grades PreK-2	4.75	4	19.00	4.75	1	4.75	23.75
Grade 3-5	5.25	4	21.00	5.25	1	5.25	26.25
Grades 6-8	5.75	4	23.00	5.75	1	5.75	28.75
Grades 9-12	6.00	4	24.00	6.00	1	6.00	30.00

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per	Days per week	Total hours day per week	Hours Per day	Days per week	Total hours per week	
Carroll County							
PreK Half Day	.75	5	3.75	.50	5	2.5	6.25
PreK Full Day	1.50	5	7.50	1.50	5	7.50	15.00
Grades K-2	3.75	5	18.75	1.50	5	7.50	26.25
Grade 3-5	3.75	5	18.75	1.50	5	7.50	26.25
Grade 6-8	3.7	5	18.5	1.70	5	8.5	27.00
Grades 9-12	3.5	5	17.5	2.70	5	13.5	31.00
Cecil County							
PreK , K, 1, 2	2.00	2	4.00	3.20	5	16.00	20.00
Grade 3-5	2.66	4	10.64	2.67	5	13.33	23.97
Grade 6-8	2.25	4	9.00	4.50	5	22.50	31.50
Grades 9-12	2.66	4	10.64	2.67	5	13.33	23.97
Charles County 9-18-2020							
PreK-2	4.50	4	18.00	3.00	1	3.00	21.00
Grade 3-5	5.00	4	20.00	4.00	1	4.00	24.00
Grade 6-8	5.50	4	22.00	4.00	1	4.00	26.00
Grades 9-12	5.50	4	22.00	4.00	1	4.00	26.00
Dorchester County							
PreK	1.25	4	5.00	1.00	5	5.00	10.00
Grade 1-5	2.50	4	10.00	2.50	5	12.50	22.50
Grade 6-8	3.00	4	12.00	3.00	5	15.00	27.00
Grades 9-12	3.00	4	12.00	3.00	5	15.00	27.00
Frederick County							
PreK (Half day)	1.60	5	8.00	0.80	5	4.00	12.00
PreK (Full day), K, 1, 2	3.20	5	16.00	1.70	5	8.50	24.50
Grade 3-5	3.20	5	16.00	1.70	5	8.50	24.50
Grade 6-8	3.30	5	16.50	3.20	5	16.00	32.50
Grades 9-12	3.50	5	17.50	3.00	5	15.00	32.50

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per	Days per week	Total hours day per week	Hours Per day	Days per week	Total hours per week	
Garrett County 9-16-2020							
PreK	5.5	4	22.00	.75	4	3.00	27.5
PreK, K	1.0	1	1.00	1.50	1	1.50	
Grades 1-2	5.5	4	22.00	.75	4	3.00	28.00
Grades 1-2	1.0	1	1.00	2.00	1	2.00	
Grades 3-5	5.5	4	22.00	.75	4	3.00	29.00
Grades 3-5	1.0	1	1.00	3.00	1	3.00	
Grades 6-12	6.00	4	24.00				28.5
Grades 6-12	1.00	1	1.00	3.50	1	3.50	
Harford County							
Pre K	0.00		0.00	1.00	5	5.00	5.00
K	5.5	4	22.00	0.50	1	0.50	22.50
Grades 1-2	5.5	4	22.00	1.00	1	1.00	23.00
Grade 3-5	5.5	4	22.00	1.50	1	1.50	23.50
Grades 6-8	6.5	4	26.00	6.50	1	6.50	32.50
Grades 9-12	6.0	4	24.00	6.00	1	6.00	30.00
Howard County 9-4-2020							
Pre K (Full day)	2.92	4	11.68	0.83	4	3.32	26.00
Pre K (Full day)				1.00	1	1.00	
K	3.92	4	15.68	1.25	4	5.00	23.68
K				3.00	1	3.00	
Grades 1,2	3.92	4	15.68	1.25	4	5.00	23.68
Grades 1,2				3.00	1	3.00	
Grade 3-5	3.92	4	15.68	1.25	4	5.00	23.68
Grade 3-5				3.00	1	3.00	
Grades 6-8	4.17	1	4.17	1.33	1	1.33	30.17
Grades 6-8	3.67	3	11.01	1.92	3	7.41	
Grades 6-8				6.25	1	6.25	
Grades 9-12	4.17	1	4.17	1.33	3	1.33	30.17
Grades 9-12	3.67	3	11.01	1.92	1	7.41	

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per	Days per week	Total hours day per week	Hours Per	Days per week	Total hours day per week	
Kent County							
PreK-K	3.00	5	15.00	.50	5	2.50	15.00
Grade 1-2	3.50	5	17.50	1.5	5	7.5	25.00
Grade 3-5	4.00	5	20.00	2.0	5	10.00	30.00
Grade 6-8	3.5	5	17.50	1.5	5	7.5	25.00
Grades 9-12	5.20	5	26.00	1.50	5	7.5	33.5
Montgomery County							
PreK-2	4.75	4.5	21.38	2.50	1	2.50	23.88
Grade 3-5	4.75	4.5	21.38	2.50	1	2.50	23.88
Grade 6-8	4.00	4.5	18.00	1.00	4	4.00	22.00
Grades 9-12	4.00	4.5	18.00	1.00	4	4.00	22.00
Prince George's County							
PreK-3	2.45	4.5	11.02	2.1	4.5	9.45	20.47
Grade 4-6	4.3	4.5	19.35	1.1	4.5	4.95	24.3
Grade 6-8	4.00	4.5	18	1.4	4.5	6.3	24.3
Grades 9-12	4.00	4.5	18	1.4	4.5	6.3	24.3
Queen Anne's County							
PreK-2	4.50	4	18.00	2.50	4	10.00	35.00
PreK-2				7.00	1	7.00	
Grades 3-5	4.58	4	18.32	2.42	4	9.68	35.00
Grades 3-5				7.00	1	7.00	
Grades 6-8	2.50	4	10.00	4.50	4	18.00	35.00
Grades 6-8			0.00	7.00	1	7.00	
Grades 9-12	3.00	2	6.00	4.00	2	8.00	35.00
Grades 9-12	0.67	3	2.01	6.33	3	18.99	

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per	Days per week	Total hours day per week	Hours Per	Days per week	Total hours day per week	
St. Mary's County							
PreK-2	2.75	4	11.00	2.75	4	11.00	22.00
Grade 3-5	2.75	4	11.00	2.75	4	11.00	22.00
Grade 6-8	2.75	4	11.00	2.75	4	11.00	22.00
Grades 9-12	2.75	4	11.00	2.75	4	11.00	22.00
Somerset County							
PreK, K	0.00	5	0.00	5.00	5	25.00	25.00
Grades 1-2	0.00	5	0.00	5.50	5	27.50	27.50
Grade 3-5	4.50	5	22.50	1.00	5	5.00	27.50
Grade 6-7	4.50	5	22.50	1.50	5	7.50	30.00
Grades 8-12	3.50	5	17.50	2.50	5	12.50	30.00
Talbot County							
PreK-2	3.5	4	14.00	2.00	4	8.00	22.00
Grades 3-5	3.50	4	14.00	2.00	4	8.00	25.00
Grade 3-5				3.00	1	3.00	
Grades 6-8	3.50	4	14.00	2.50	4	10.00	28.00
Grades 6-8				4.00	1	4.00	
Grades 9-12	3.50	4	14.00	2.50	4	10.00	28.00
Grades 9-12				4.00	1	4.00	
Washington County							
PreK	2.00	5	10.00	0.75	5	3.75	13.75
K	2.50	5	12.50	1.00	5	5.00	17.50
Grade 1-5	3.50	5	17.50	1.50	5	7.50	25.00
Grade 6-8	3.50	5	17.50	2	5	10.0	27.50
Grades 9-12	3.50	5	17.50	2.5	5	12.5	30.0

	Synchronous			Asynchronous			TOTAL Hours per week
	Hours Per day	Days per week	Total hours per week	Hours Per day	Days per week	Total hours per week	
Wicomico 9-18-2020							
PreK	1.50	4	6.00	0.50	4	2.00	12.00
PreK	2.00	1	2.00	2.00	1	2.00	
Grade K-5	3.50	4	14.00	2.00	4	8.00	28.00
Grade K-5	3.00	1	3.00	3.00	1	3.00	
Grade 6-8	4.00	4	16.00	2.00	4	8.00	30.00
Grade 6-8	3.00	1	3.00	3.00	1	3.00	
Grades 9-12	4.50	4	18.00	2.50	4	10.00	34.00
Grades 9-12	3.00	1	3.00	3.00	1	3.00	
Worcester County							
PreK , K, 1, 2	2	5	10	2	5	10.00	20.0
Grade 3-5	2.5	5	12.5	1.5	5	7.5	20.0
Grade 6-8	3.0	5	15.0	3	5	15.0	30.0
Grades 9-12	2.0	5	10.0	4.00	5	20.00	30.0

First Term Performance Metrics:

Recovery Plan Performance Measures (Sample Measures)

How many instructional days has fully online distance learning been available to students?

How many total hours of synchronous instructional time was provided per week to students? Report by grade level.

What percent of *teachers and principals* have received training on effective distance learning practices?

During the first marking period, what was the percent attendance for the entire school system? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender.

First Term Performance Metrics: Start-of-Year Student Diagnostic

For each grade and subject area, local school systems will identify the *percent of assessed students* who the diagnostic determined were:

- Below expectation - meaning they are below grade level and/or behind where the diagnostic predicted they should have been at the start of the school year given their academic progress during the previous school year
- At expectation - meaning they are on grade level and/or at the level predicted by the diagnostic
- Above expectation - meaning they are above grade level and/or ahead of where the diagnostic predicted they would have been at the start of the school year

First Term Performance Metrics:

Implementation Narrative Sample Questions

Describe the way the system implemented the Recovery Plan's process to accelerate learning and/or provide support in recovering learning loss. How has the system used the results of the diagnostic assessment and other information to identify and address student learning needs? How is instruction being delivered and adapted to meet student learning needs?

Describe the way the system is following the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act (ADA).

Describe the way students who are consistently marked absent are being engaged.